



December 3, 2020

**MEMORANDUM**

**To:** Chair Wes Hayes and Members, SC Commission on Higher Education

**From:** Chair Charles Munns, and Members, Committee on Academic Affairs and Licensing

**Report on Program Productivity, FY2014-2018**

**Background**

In 2017, the South Carolina Commission on Higher Education revised the 2002 policy on program productivity which provides for the biennial review of enrollment and degrees awarded in all degree programs by all public four-year colleges and universities in South Carolina. The policy is available on the Commission's website at [http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/Policies\\_Procedures\\_Academic\\_Degree\\_Program\\_Productivity.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/Policies_Procedures_Academic_Degree_Program_Productivity.pdf)

The attached report provides a list of academic degree programs identified through the review process as non-compliant with program productivity standards based on enrollment and number of degrees awarded during the review period. Institutions were asked to review these programs, comment upon their continued viability, and report their intended actions for resolving productivity issues. This biennial report covers the FY2014 to 2018 period and contains findings from the Commission on Higher Education Management Information System (CHEMIS) program data, responses from the institutions, and staff analysis, and recommendations for the continuation or termination of the programs identified as non-compliant.

**Evaluation Policy and Procedures**

The revised policies require programs offered at public four-year institutions in the state to be evaluated in terms of longitudinal five-year averages for enrollment and degrees awarded. The following criteria (Table 1) apply:

**Table 1 Academic Degree Program Productivity Standards  
(Five-Year Average Benchmarks for Enrollment and Completion)**

Degree Level	Major Enrollment	Completion (Degrees Awarded)
Baccalaureate	12.5	8
Master's/Specialist/Doctoral-Professional Practice	6	3
Doctoral-Research/Scholarship	4.5	2



During this review cycle, the enrollment data used for analysis include unduplicated headcount and the completion data capture the number of completers from double majors. Data sources used for this review are CHEMIS and the Commission's *Academic Degree Program Inventory*. Academic degree programs that meet **both productivity standards** automatically receive continuing approval status from the Commission. Programs which fail to meet either the enrollment or degree completion criterion for the biennial review are placed on probation, recommended for termination, or, in very rare circumstances, exempted from program productivity standards. Institutions may on their own initiative decide to terminate underperforming programs of study at any time by notifying the Commission on Higher Education.

During the period of probation of an academic program, an institution is expected to enhance degree program enrollment and degrees awarded. A plan to enhance productivity is required to be submitted to the Commission within **90 calendar days** of the Commission's action declaring the program's probationary status. At the end of a program's probationary period, the Commission will recommend either continuing approval status for programs meeting program productivity standards or, except in extenuating circumstances, termination of programs that failed to meet the standards in three consecutive biennial reviews. If warranted, the Commission will remove probationary status from programs as early as the next biennial program productivity review. If the plan is not submitted by the institution by the date requested, the Commission will not accept any new program proposals or program modification proposals from the institution until the plan is received and approved. For programs recommended for termination, institutions must provide a plan for complying with the Commission's recommendation within a mutually agreed upon phase-out period.

The Commission will entertain individual program exemptions from the academic program productivity standards under very limited circumstances and then only if convincing justification can be provided. In most cases, programs approved for exemption will be considered essential to the basic mission of the institution or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential. Programs that undergo curricular changes requiring the Commission degree program modification approval will lose their exempt status and will be reviewed in the next program productivity review. Programs granted an exemption will be **exempt for three program productivity biennial review cycles**. When the program is again subject to program productivity review, the Commission staff will inquire about any changes in the program that would affect its exemption status. If the reasons for initial exemption still apply, the program will again be recommended for exemption.

### **Summary of Process**

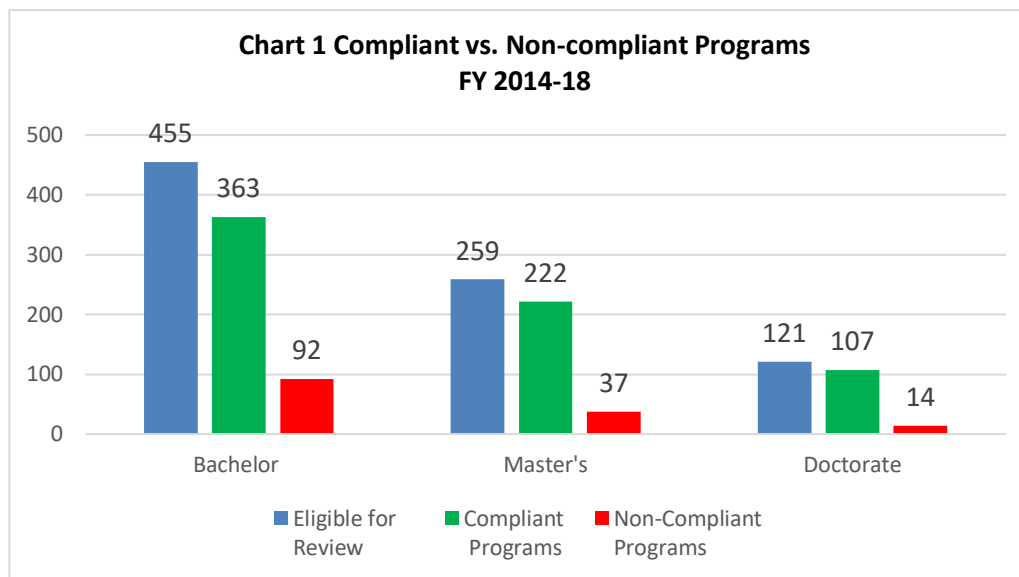
For the current report, verified by the institutions, staff identified a total of 835 academic programs (455 at the baccalaureate level, 259 at the master's degree level, and 121 at the doctorate degree level) eligible for review. During FY 2014-18 review cycle, 130 programs have been identified as newly implemented programs that are not eligible for review according to the policy.

Each university received a list of the non-compliant academic programs identified by the staff review for FY 2014 to 2018 academic years. The institutions were requested 1) to review the list of programs; 2) to submit any corrections to the data; 3) and to inform staff whether each of the programs cited should be maintained, altered, terminated, or exempted from the policy.

## Summary of Current Report Findings on Data from FY2014-2018

### 1. Number of Compliant and Non-Compliant Degree Programs

For the five-year period of FY2014-2018, the study found **835** academic degree programs eligible for review. In compliance with the 2017 Program Productivity Standards, of the 835 programs, **692** (82.87%) were found to be compliant while **143** found to be non-compliant (17.13%). The 143 non-compliant programs encompassed 17 disciplinary fields across 92 (64.33%) baccalaureate, 37 (25.87%) master's degree level, and 14 (9.78%) doctorate degree programs (see Chart 1).



Compared with 2012-16 biennial review cycle, the total number of non-compliant programs decreased from 152 to 143. The number of the identified non-compliant programs at the master's degree level demonstrated the biggest drop from 53 to 37. However, the number of non-compliant programs at the baccalaureate level increased from 83 to 92. See Table 2 Number of Non-Compliant Programs during 2012-16 and 2014-18 Review Cycles below:

**Table 2 Number of Non-Compliant Programs during 2012-16 and 2014-18 Review Cycles**

	Baccalaureate	Master's	Doctorate	Total
2012-16	83	53	14	152
2014-18	92	37	12	143
Net Decrease/Increase	+9	-16	-2	-9

Table 3 presents the number of compliant and non-compliant degree programs that individual institutions identified during the review cycle of FY2014-2018. As indicated in Table 2, most degree programs at every institution met the program productivity standards. The Medical University of South Carolina (7.69%) and Clemson University (8.09%) have the lowest percentage of non-compliant programs. Compared with 2012-16 review cycle, the overall percentage of non-compliant programs increased from 14% to 17.13% because the total number of eligible programs for review decreased from 1,087 to 835 during FY 2014-18.

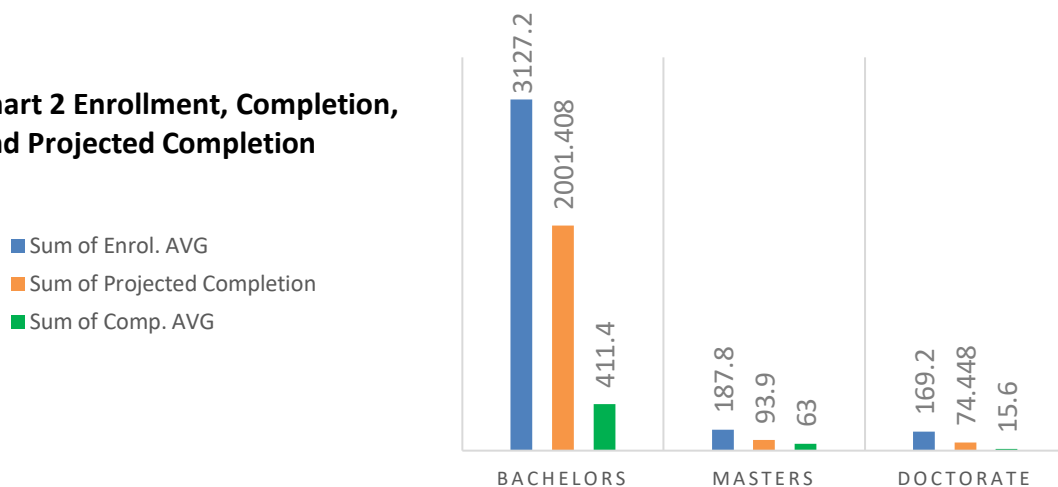
**Table 3 Number of Compliant and Non-Compliant Degree Programs  
Non-Compliant at 13 Public Four-Year Institutions  
for the Five-Year Period, FY2014-2018**

Institutions	Program reviewed	Compliant Programs	Non-Compliant Programs	% of Compliant Programs	% of Non-Compliant Programs
The Citadel	39	29	10	74.36%	25.64%
Clemson University	173	159	14	91.91%	8.09%
Coastal Carolina University	48	43	5	89.58%	10.42%
College of Charleston	75	66	9	88.00%	12.00%
Francis Marion University	36	24	12	66.67%	33.33%
Lander University	25	19	6	79.17%	20.83%
MUSC	26	24	2	92.31%	7.69%
SC State University	55	27	28	49.09%	50.91%
USC Aiken	21	14	7	66.67%	33.33%
USC Beaufort	15	11	4	73.33%	26.67%
USC Columbia	234	200	34	85.47%	14.53%
USC Upstate	30	26	4	86.67%	13.33%
Winthrop University	59	50	9	84.75%	15.25%
<b>Total</b>	<b>835</b>	<b>692</b>	<b>143</b>	<b>82.87%</b>	<b>17.13%</b>

## 2. Enrollment, Completion, and Projected Completion at all Degree Levels

Chart 2 presents the enrollment (headcount), completion of non-compliant degree programs and the projected completion at all degree levels across the 13 public four-year institutions.

**Chart 2 Enrollment, Completion, and Projected Completion**



**Bachelor's Level:** Of the 92 non-compliant programs that encompassed 13 disciplinary fields at the bachelor's degree level, the average five-year enrollment was **3127.20**, whereas the number of completions was **411.4** across the 13 public four-year institutions. If based on the Standards, the projected completion number should be 2001.41.

**Master's Level:** Of the 37 non-compliant programs that encompassed 13 disciplinary fields at the master's degree level, the average five-year enrollment was **187.8** and the completion was **63**. If based on the Standards, the projected completion number should be 93.9.

**Doctorate Level:** Of the 14 non-compliant programs that encompassed four disciplinary fields at the doctoral level, the average five-year enrollment was **169.2** and the completion was **15.6**. If based on the Standards, the projected completion number should be 74.45.

Of the 143 non-compliant programs, 96 either met or exceeded the enrollment standard. The trend of high enrollment with low completion was identified in the fields of STEM (46), Education (29), and Visual/Performing Arts (17) across the degree levels and across the 13 public institutions, which echoed the same finding identified in 2012-16 biennial review cycle.

**Institution Responses and Recommendations:**

**1. The Citadel (Table 4)**

**Total Reviewed Programs: 39**

**Non-Compliant Programs: 10**

**Percent of Reviewed Programs that were non-compliant: 25.64%**

**Table 4 Non-Compliant Programs at the Citadel**

<b>Degree Levels</b>	<b>CIP Code</b>	<b>Programs</b>	<b>Enrollment Average</b>	<b>Completion Average</b>	<b>Institutional Request</b>
Bachelor	270101	B.S., Mathematics, General	16	3.4	Probation
Bachelor	310504	B.S., Sport and Fitness Administration/ Management	36	5.8	Probation
Bachelor	131205	B.S., Secondary Education and Teaching	31.8	6	Probation
Bachelor	110101	B.S., Computer and Information Sciences, General	76.2	7	Probation
Master	131203	MAT, Junior High/Intermediate/Middle School Education and Teaching (Joint with College of Charleston)	4.8	0.8	Probation
Master	131311	M.Ed, Mathematics Teacher Education	4	1	Termination
Master	230101	M.A., English Language and Literature, General (Joint with College of Charleston)	4.4	1.2	Exemption
Master	131299	M.Ed, Teacher Education and Professional Development, Specific Levels and Methods, Other	16.4	2	Probation
Master	540101	M.A., History, General (Joint with College of Charleston)	8.8	2.4	Exemption
Master	110701	M.S., Computer Science (Joint with College of Charleston)	8.2	2.6	Exemption

**Institutional Request and Explanation:**

**The Citadel requests probation for the B.S. in Mathematics, B.S. in Sport Management, B.S. in Secondary Education and Teaching and B.S. in Computer and Information Science. The institution states that they**

will take proactive actions to closely monitor and develop early interventions for improvement for the referenced programs. In addition, development of new pathways to retain students is in the process of being planned. Moreover, to increase the completion rate, the institution has begun to reconfigure some programs.

#### **Staff Responses**

The staff acknowledges the institution's effort to develop early intervention plan, new pathways, and strategically planning to modify programs to increase retention rate of the programs. The staff suggests that the institution develop detailed action plan for each program and follow through the plans.

**The Citadel requests probation for the M.Ed. in Teacher Education and Professional Development, Specific Levels and Methods, Other.** The institution states that revision of the curriculum for M.Ed. in Teacher Education and aggressive promotion of the program will be expected to bring up both enrollment and completion numbers. Additionally, the program has produced more graduates between 2018-20.

#### **Staff Response**

The staff commends the institution's effort to revise the curriculum to meet the marketing needs that has resulted in more graduates beyond the review cycle.

**The institution requests probation for MAT in Junior High/Intermediate/Middle School Education and Teaching (Joint with College of Charleston).** The institution states that they are at the initial stage of reconfiguring this program to increase the program productivity. In addition, the institution has begun to work with the local school districts to develop plans to recruit students to the program.

#### **Staff Response**

The staff acknowledge the institution's initiative to collaborate with the local school districts to recruit students and reconfigure the program to meet the need of the state.

**The institution requests exemption for the M.A., English Language and Literature, General (Joint with College of Charleston), M.A., History, General (Joint with College of Charleston), and M.S., Computer Science (Joint with College of Charleston).** The institution notes that these programs are joint with the College of Charleston. Firstly, the Citadel faculty teach courses at both graduate and undergraduate levels so no extra costs have been incurred for these programs. Secondly, the institution's recent strategic plan to improve the number of graduate assistantships to assist students financially will help with recruitment. Lastly, each program has had strategic plans to increase enrollment. For example, M.A. English Literature program has a plan in place to streamline an introductory course at no cost to the local school teachers in the region, which might result in more enrollees in the programs.

#### **Staff Response**

The staff acknowledges the institution's endeavor to recruit students to increase enrollment for the joint programs with College of Charleston. Because of the nature of joint programs, the data of the same programs at collaborating institution were examined. The findings indicated that all three joint programs at College of Charleston met the 2017 Program Productivity Standards. The staff commends the collaborative relationship between the two public institutions. Though no extra costs were incurred by the joint programs, the staff suggests that the Citadel develop plans to help enrolled students progress to graduation.

The institution requests termination for the M.Ed. in Mathematics Teacher Education due to low enrollment and low completion.

**Staff Response:**

The staff commend the Citadel's good stewardship of terminating the M.Ed. in Mathematics teacher Education that did not meet the program productivity standards.

**2. Clemson University (Table 5)**

**Total Reviewed Programs: 173**

**Non-Compliant Programs: 14**

**Percent of Reviewed Programs that were Non-Compliant Programs: 8.09%**

**Table 5 Non-Compliant Programs at Clemson**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	511102	B.A., B.S., Pre-Medicine/Pre-Medical Studies	1.6	0.8	Exemption
Bachelor	131311	B.S., Mathematics Teacher Education	19.8	5.6	Exemption
Bachelor	511103	B.A., B.S. Pre-Pharmacy Studies	1.8	7.8	Exemption
Master	260202	M.S., Biochemistry	0.2	0.2	Exemption
Master	260804	M.S., Animal Genetics	0.2	0.2	Exemption
Master	400807	M.S., Photonic Science and Technology	2	0.8	Probation
Master	140701	M.S., Chemical Engineering	1.2	1	Probation
Master	261004	M.S., Toxicology	4.2	2.2	Probation
Master	260702	M.S., Entomology	6	2.4	Probation
Master	400501	M.S., Chemistry, General	5.2	3.4	Exemption
Master	520205	M.S., Operations Management and Supervision	5	3.6	Probation
Doctorate	400807	PhD., Photonic Science and Technology	4.2	1	Probation
Doctorate	140301	PhD., Agricultural Engineering	4.4	1.2	Probation
Doctorate	10103	PhD., Applied/Agricultural Economics	7	1.6	Probation

**Institutional Request and Explanation:**



**Clemson requests exemption for the B.A., B.S. in Pre-Medicine Studies and B.A. B.S. in Pre-Pharmacy.** The institution seeks to validate the data regarding the programs and notes the programs are not enrollment-based. Moreover, the institution states the programs accelerate student pathways to medical school while completing a Clemson baccalaureate degree, specifically, the programs now serve as key components of new accelerated pathways to professional medical and health programs at MUSC pathways that are expected to grow in the new future. Furthermore, the institution explains that the structure of the programs allows students to leave Clemson after three years (>90 hours) of coursework, matriculate at a medical school, and finish the Clemson bachelor's degree based on the first year of medical school coursework.

**Staff Response**

All data used for analysis were the data institution self-reported and self-uploaded to CHEMIS system. The staff acknowledges the primary function of the two programs serving as pathways to medical school, which saves students time and money to earn two degrees. However, with low enrollment in both degree programs, it would be challenging for the degree awarding programs to send students to medical schools through this pathway. To make the structure of the program work efficiently, the staff suggests that the institution develops an aggressive recruitment and retention plan to attract students to be enrolled in the programs.

**The institution requests exemption for the B.S. in Mathematics Teaching.** The institution addresses the state teacher shortage and the need for mathematics teachers. In addition, the institution states that they "have no completion problem that can be addressed in this program at the measured compliant enrollment level." Furthermore, the institution indicates a need to revise the CHE's enrollment and completion benchmarks in order to be "mathematically consistent with each other for all compliant enrollment values."

**Staff Response**

The staff values the feedback from the institution and acknowledges the teacher shortage in the state. The enrollment has met and exceeded the standard; therefore, the staff suggests that the institution continue to recruit students into the program so that the completion number will be increased.

**The institution requests exemption for M.S. in the Biochemistry and Molecular Biology, M.S. in Animal Genetics, and M.S. in Chemistry.** The institution states that these programs do not recruit and admit students, rather, they admit students with baccalaureate degrees directly into Ph.D. programs. In addition, they consume little to no resources compared to their compliant counterpart Ph.D. Programs. Moreover, the coursework for the M.S. overlaps that required for the Ph.D. programs except for dissertation credit hours.

**Staff Responses**

The staff recognizes the programmatic structures and cultures of baccalaureate-to-Ph.D. models and the cost efficiency of these programs. The staff commended the institutions' effort to maintain compliance status for their counterpart Ph.D. programs.

**The institution requests Probation for the M.S. in Chemical Engineering, M.S. Environmental Toxicology, and M.S. Entomology.** The institution states they will continue to improve the program productivity of these programs and positive progress including appointment of new

faculty members and providing alternative track for students have been made. As a result, completion numbers have been increased in the last 18 months.

#### **Staff Responses**

The staff commends the institution's effort to improve the program productivity and the progress made in the last two years. The staff encourages the institution to develop plans to recruit and retain students in these programs.

#### **The institution requests probation for the M.S. in Operation, Management, and Supervision.**

The institution states that plans to market the program externally and internally have been in place. The institution plans to recruit social science, engineering, humanities, and education undergraduates seeking to argument their majors and accelerate their careers. In addition, more formalized pathways are being developed for Clemson business undergraduates to work towards a master's degree as part of their undergraduate curriculum. Moreover, a plan to update the curriculum to ensure that it is aligned with business needs by collaborating with regional industry partners.

#### **Staff Responses**

The staff commends the institution's collaborative work with the industry partners to update the program curriculum to ensure its alignment with market needs. The staff also acknowledges the institution's recruitment effort.

**The institution requests probation for the M.S. in Photonic Science and Technology/ and Ph.D. in Photonic Science and Technology.** The institution states they will request a change in the program name to "Optical Engineering", which is the accepted terminology nationally and internationally. In addition, the institution will develop marketing/advertising plan to recruit students. Moreover, a plan to increase the number of graduate research assistantships will be in developed because faculty members have received external research grant.

#### **Staff Response**

The staff acknowledges the institution's proactive approach to improve the program productivity. The staff commends the institution's effort to change the program name to be aligned with the trend domestically and internationally and to develop strategic plans to recruit students.

**The institution requests probation for the PhD in Agricultural/Biosystems Engineering.** The institution states that due to relocation of the program from the Agricultural College to the Engineering College, the department and the program have had challenges in finding its footing and context and adjusting to new organizational structures and leadership. The institution recently added two new research faculty and four students completed the program study in 2017-18.

#### **Staff Responses**

The staff acknowledges the historical value of the major and the need for it in South Carolina. The staff suggests that the institution develop a strategic plan to recruit students into the program.

**The institution requests probation for the Ph.D. in Applied/Agricultural Economics.** The institution states that due to the internal structural changes and relocation of faculty members in

different colleges as well as the admission being halted for two school years, the program productivity was affected. Recently, the institution has started a new undergraduate program that could feed the doctoral program.

#### **Staff Responses**

The staff acknowledges the impact of organizational change on the program productivity. The staff commends the institution's effort to initiate new programs to prepare students for the Ph.D. in Applied/Agricultural Economics. The staff suggests a retention plan be developed to help students progress to completion.

### **3. Coastal Carolina University (Table 6)**

**Total Reviewed Programs: 48**

**Non-Compliant Programs: 5**

**Percent of Reviewed Programs that were Non-Compliant Programs: 10.42%**

**Table 6 Non-Compliant Programs at Costal Carolina**

<b>Degree Level</b>	<b>CIP Code</b>	<b>Program</b>	<b>Enrollment Average</b>	<b>Completion Average</b>	<b>Institution Request</b>
Bachelor	450601	B.A. Economics, General	8.6	2.4	Probation
Bachelor	380101	B.A. Philosophy	24.8	6	Probation
Bachelor	510701	B.S. Health/Health Care Administration/Management	42.6	7.2	Probation
Bachelor	400501	B.S. Chemistry, General	54.6	4.4	Probation
Bachelor	400801	B.S. Physics, General	63	5.8	Probation

#### **Institutional Request and Explanation:**

**The institution request probation for the B.A. in Economics, B.A. in Philosophy, B.S. in Health/Health Care Administration/Management, B.S. in Chemistry, and B.S. in Physics.** The institutions state the administration, colleges, and department will work closely with the Office of Institutional Research to identify underlying variables that caused these programs to fall below the Program Productivity Standards. Secondly, based on the data and the nature of each program, strategic plans to recruit and retain students for each individual program will be developed.

#### **Staff Responses**

The staff acknowledges the institution's plan to involve personnel from different levels to collaboratively identify the cause and effect of the Non-Compliant programs in order to develop effective plans to improve the enrollment and completion of each program. The institution's approach should be highly commended.

### **4. College of Charleston (Table 7)**

**Total Reviewed Programs: 75**

**Non-Compliant Programs: 9**

**Percent of Reviewed Programs that were Non-Compliant Programs: 12.00%**

**Table 7 Non-Compliant Programs at College of Charleston**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	380206	B.A., A.B., Jewish/Judaic Studies	4.6	1.8	Exemption
Bachelor	50134	B.A., A.B., Latin American and Caribbean Studies	5.2	2.2	Exemption
Bachelor	131206	B.S. , A.B., Foreign Language Education, Multiple Levels	14.8	5.4	Exemption
Bachelor	400299	B.A., B.S, A.B., Astronomy and Astrophysics, Other	39.6	5.4	Exemption
Bachelor	110199	B.S., A.B., Data Science, Other	33.6	6.6	Exemption
Bachelor	160501	B.A., A.B., German Language and Literature	26	6.6	Exemption
Bachelor	450301	B.A., A.B., Archeology	21	6.8	Exemption
Bachelor	500301	B.A., A.B., Dance, General	45.4	7.6	Exemption
Master	500101	MAT, Visual and Performing Arts, General	7.6	1.8	Exemption

**Institutional Request and Explanation:**

**The institution requests exemption for the B.A./A.B in Archaeology.** The institution states that there is no other institution in the southeast with a competing program in Archaeology except the University of North Carolina-Chapel Hill. In terms of enrollments in Archaeology, the College of Charleston ranks 7th among the 23 universities and colleges that graduate students with a degree in Archaeology nationwide. In addition, the institution notes that students enrolled in the program usually require a cognate major, which is effectively double-major in Archaeology and complementary field such as Anthropology, Geology, Classics, or History. Because of the unique position of this program, a strategic plan to recruit and market the program has been in place to support the growth of the enrollment and completion.

**Staff Responses**

The staff acknowledges the uniqueness of the program in the state and its position in the institution. The staff commends the institution's effort to require students to have a cognate major. The enrollment has exceeded the standard, and the completion data of

6.8 should be weighed since every student graduates with double majors. The staff confirmed that every year during FY 2014-18, students declaring the program as the second major were awarded a degree in B.A. or A.B in Archaeology.

**The institution requests exemption for B.A. /A.B. in Jewish Studies.** The institution states that “enrollment indicate that the program is healthy and growing.” Over the last five years, enrollment has increased. In addition, Jewish Studies is now the largest in the southeast region. Moreover, Jewish Studies at the College of Charleston is now the largest in the state and southeast region. Its programming features continuing education in Jewish life and culture reaching across South Carolina, evidenced by building its philanthropic support to over \$10 million, in addition to the financing of a new state-of-the-art building on campus. Furthermore, the institution discusses the weakness of the program is the number of majors completed. To address the weakness, curricular changes are being introduced to allow students to have more options to choose a second major.

**Staff Response**

The staff commends the positive impact of the Jewish program on the campus and the community. The staff acknowledges the institution’s effort to make changes to recruit more students to the program and provide students more options for a second major.

**The institution requests the B.A./A.B. in Latin American Caribbean Studies.** The institution states that in 2019, a program Executive Committee was formed and charged with an aggressive recruitment plan. Enrollment in the major has increased. In addition, the institution expects more students to graduate as a result of increased enrollment.

**Staff Response**

The staff commends the institution’s effort to aggressively recruit students into the program. The staff suggests the institution develop a plan for retention and help students progress to graduation.

**The institution requests exemption for the B.S./A.B. in Foreign Language Education, Multiple Levels.** The institution notes the state’s critical need for foreign language teachers in Latin, French, German, and Spanish. The program is unique in design from any other in the state. It requires a cognate major: students graduate with a major in education and a major in their content area, a specific foreign language. Students from this program are of the highest caliber because they effectively double-major in Education and one of the foreign languages

**Staff Response**

The staff acknowledges the state’s great demand for K-12 teachers. The staff verifies that enrollment in the above-mentioned foreign language programs exceeded the enrollment standard, and more students completing the foreign language education program as a second major. The staff suggests that the institution recruit and retain more students from the foreign language programs into the teacher education program to make the program stronger.

**The institution requests exemption for the B.A./A.B. in German.** The institution notes they began to partner with international German businesses in SC three years ago, as a result, the partnership triggered growth in enrollment in the B.A./A.B. in German.

**Staff Response**

The staff commends the partnerships the institution has built with the international German businesses to recruit students to B.A./A.B. in German. The staff suggests that the institution develop a retention plan to increase completion rate and help students progress to graduation.

**The institution requests exemption for the B.A./B.S. and A.B. in Astronomy and Astrophysics and B.S./A.B. in Data Science.** The institution states that in recent years enrollment and completion have increased in both programs. When the data in FY 2014-18 is cycled out, the completion number will increase in both programs.

**Staff Response**

The staff acknowledges that the enrollment increased and exceeded the standard in both programs. Therefore, the staff suggests that the institution develop a strategic plan to retain students and help them progress to graduation in both programs.

**The institution requests exemption for the B.A. and A.B. in Dance.** The institution notes that each year the program has an increasing number of completions each year. The institution expects to meet the program productivity in the next review cycle.

**Staff Response**

The staff acknowledges that the institution had an increasing number of completions every year during the review cycle. The staff suggests that the institution develops a retention plan to help students progress to graduation.

**The institution requests exemption for MAT in Performing Arts.** The institution states that enrollments in the program have trended up over the last five years, which will mean more completions in the coming years. In addition, the program continues to address critical needs in South Carolina, specifically in the teaching areas of Choral Music and Theatre.

**Staff Response**

The staff acknowledges the critical need for K-12 music teachers in the state. The staff suggests that the institution develop a strategic plan to increase the program enrollment and completion.

**5. Francis Marion University (Table 8)**

**Total Reviewed Programs: 36**

**Non-Compliant Programs: 12**

**Percent of Reviewed Programs that were Non-Compliant Programs: 33.33%**

**Table 8 Non-Compliant Programs at Francis Marion University**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	512099	B.S., Pharmacy, Pharmaceutical Sciences, and Administration, Other	6.6	1.2	Exemption
Bachelor	450601	B.S./B.A., Economics, General	11	3.8	Termination
Bachelor	131302	B.S., Art Teacher Education	14	2.2	Termination

Bachelor	160101	B.A. Modern Languages	16.2	6.6	Exemption
Bachelor	500501	B.A., Drama and Dramatics/Theatre Arts, General	23.4	3.4	Termination
Bachelor	520601	B.B.A., Business/Managerial Economics	29	3.4	Exemption
Bachelor	501003	B.S., Music Management	34	4	Termination
Bachelor	521201	B.B.A., Management Information Systems, General	38	6.4	Exemption
Bachelor	131203	B.S., Junior High/Intermediate/Middle School Education and Teaching	62.4	4.6	Termination
Bachelor	159999	B.S., Engineering Technologies and Engineering-Related Fields, Other	66.8	1.4	Exemption
Bachelor	110101	B.S., Computer and Information Sciences, General	77	5.4	Exemption
Bachelor	400501	B.S., Chemistry, General	78.8	5.4	Exemption

#### **Institutional Request and Explanation:**

**The institution requests exemption for the B.S. in Pharmaceutical Studies.** The institution states the program is a 3+2 program in conjunction with MUSC and USC College of Pharmacy, which is not designed to have a large enrollment, but to offer opportunities for advanced students to reduce the cost of their education. This program allows students who have completed their initial prepharmacy program at FMU in three years before graduation and are subsequently admitted into the Doctor of Pharmacy program at USC or MUSC College of Pharmacy.

#### **Staff Responses**

The staff acknowledges the partnership between FMU and USC and MUSC College of Pharmacy. During FY 2014 -18, over the course of five years, the enrollment data were trending downward. The staff suggests that the institution develop a strategic plan to recruit qualified students into the program and retain them in the program.

**The institution requests termination for the B.S./B.A. in Economics and exemption for B.B.A. in Business Economics.** The institution states after evaluating career opportunities for Economic students, they have initiated termination of the B.S./B.A. in Economics program. The B.S./B.A. will be eliminated from the university catalog. The Economics faculty revised their curriculum for B.B.A. in Business Economics. The institution provided a ten-year enrollment trend data to indicate the growth of the enrollment, which resulted from the change of the program.

#### **Staff Response**

The staff commends good stewardship by taking action to terminate the B.S./B.A. in Economics that no longer meets the market needs. The staff also commends the *Report on Program Productivity, 2014 - 2018*, CHE, December 3, 2020 - Page 15

Economic faculty revised the curriculum for B.B.A. in Business Economics that has triggered a growth in enrollment. The enrollment exceeded the standard. The staff suggests that the institution develop a plan to retain students in the program in order to raise the completion rate.

**The institution requests exemption for the B.B.A. in Management Information System.** The institution notes that a committee was established to restructure the program and revise the curriculum due to an enrollment drop in 2013. Starting from 2015-16, the implementation of the changes has resulted in an increase in enrollment. In addition, the institution provided data to indicate the trend of growing enrollment and completion. Moreover, the institution has planned to add new tracks to the program.

**Staff Response**

The staff commends the institutional proactive effort to restructure the program to attract more students, as a result, enrollment has increased every year. The staff suggests the institution devise a plan to monitor the program progress status. Based on the data, healthy growth of the program in both enrollment and completion after the implementation of the changes has been demonstrated.

**The institution requests exemption for the B.S. in Computer Science.** The institution states that the program “has enjoyed robust enrollment.” In addition, the institution notes that graduates from this program have 100% job placement. However, due to the rigor of the major, students struggle to graduate from the program. The institution conducted a comprehensive review of the program and began to take strategic actions to improve completion rate in Fall, 2016. The graduation rate began to increase in 2016-2017.

**Staff Responses**

The staff commends the institution taking actions to improve graduate rate after conducting a comprehensive review. The enrollment of the program exceeded the standard. The staff suggests that the institution develop a plan to identify struggling students at early stage and provide them assistance.

**The institution requests exemption for the B.S. in Engineering Technology.** The institution states that the program is a cooperative program with South Carolina Technical Colleges, with concentrations in Civil Engineering Technology and Electronic Engineering Technology. The students can be enrolled on both campuses. Additionally, the institution notes that local businesses and industries have asked for this program and supported it for years.

**Staff Response**

The staff acknowledges the partnership between FMU and South Carolina Technical Colleges and the market need for graduates from this program. However, with a robust enrollment and very low completion, it would be hard to meet the market needs. Therefore, the staff suggests that the institution develop a retention plan to help student progress to graduate.

**The institution requests termination for the B.S. in Junior High/Intermediate/Middle School Education and Teaching.** The institution articulates factors that affected the low completion of the program. The institution is planning to sunset the program.

**Staff Response**



The staff commends the good stewardship of the institution terminating B.S. in Middle Level Education that did not meet the program productivity standard.

**The institution requests exemption for the B.A. in Modern Languages.** The institution states that the program is essential to the general education goals for all Bachelor of Arts degree programs because students are required to take four semesters of foreign language. In addition, the institution remarks that they have been proactive and responsive to the low program productivity. In 2018, a German track was terminated. Other departments have put together new tracks of study to integrate a foreign language as part of it, which demonstrates the interactive nature of the program. Moreover, the institution has developed multiple programs in the past three years for students to improve their skills.

#### **Staff Responses**

The staff commends the institution's effort to develop programs to improve students' skills holistically. The staff also acknowledges the program's service function in FMU general learning community. However, as a stand-alone program, the staff suggests the institution develop a rigorous plan to recruit students in the program either as the first major or the second major.

**The institution requests exemption for the B.S. in Chemistry, General.** The institution states that the Chemistry Department has been making great effort to develop strategies to reach more potential majors in Chemistry. In recent years, the Department has begun to offer new tracks such as a Pre-Pharmacy option and are looking into collaborating with other departments to develop more tracks. In addition, the Department has been actively seeking and developing partnerships with area businesses to establish pipelines for job placement for graduates. Furthermore, the institution notes that the completion rate has been on the rise for the last three years.

#### **Staff Response**

The staff commends the institution's effort to develop partnerships with local industries and businesses in order to establish a pipeline for graduates' job placement. Secondly, the staff acknowledges the institution's effort to collaborate with other departments within the institution to develop new tracks. However, with a robust enrollment in the program, the staff suggests that the institution develop plans to increase completion rate.

**The institution requests termination for the B.A. in Theatre Arts and B.S. in Music Management.** The institution articulated the primary reason for both programs to have low completion rate is due to the downsizing of the arts programs in area secondary schools over the past decade. However, considering the institution's mission to serve the Pee Dee region and the state of South Carolina, the institution proposed a new program, B.S./B.A. in Performing Arts, and it was recently approved by CHE.

#### **Staff Response**

The staff commends the institution's good stewardship to terminate two programs that were not compliant with the Program Productivity Standards.

**The institution requests termination for the B.S. in Art Education.** The institution states that the program is accredited by the National Association of Schools of Art and Design (NASAD). Due to the low program productivity, the institution is proposing to terminate the program. However, in order to meet the critical needs for art educators in the state, the institution has proposed to add

an art education teacher certification track to the existing B.A. Visual Arts. The new program is under review by CHE.

#### **Staff Responses**

The staff commends the institution's strategic plan to save the cost of the state and at the same time to meet the critical need for art educators in the state.

#### **6. Lander University (Table 9)**

**Total Reviewed Programs:** 24

**Non-Compliant Programs:** 5

**Percent of Reviewed Programs that were Non-Compliant Programs:** 20.83%

**Table 9 Non-Compliant Programs at Lander University**

<b>Degree Level</b>	<b>CIP Code</b>	<b>Program</b>	<b>Enrollment Average</b>	<b>Completion Average</b>	<b>Institution Request</b>
Bachelor	160905	B.A., Spanish Language and Literature	11.4	3	Exemption
Bachelor	30104	B.S., Environmental Science	15.8	3.4	Exemption
Bachelor	131314	B.S., Physical Education Teaching and Coaching	43.6	6	Exemption
Bachelor	500901	B.S., Music, General	45.8	7.6	Exemption
Bachelor	270101	B.S., Mathematics, General	66	4.8	Exemption

#### **Institutional Request and Explanation:**

**The institution requests exemption for all five Non-Compliant programs:** the B.S. in Physical Education, B.A. in Spanish, B.S. in Mathematics, B.S. in Music, and B.S. in Environmental Science. The institution states the cognitive and cultural benefits of learning a second language. The institution has made changes to the General Education curriculum to provide students more free electives, which will give students more options to complete B.A. Spanish as a minor or a second major. In addition, the institution expects more students to choose the B.A. in Spanish as a second major.

#### **Staff Response**

The staff acknowledges the benefits of leaning a new language as well as the effort the institution has made to make more options available for students to learn Spanish. However, as a stand-alone degree program, the staff suggests the institution develop recruitment plans to effectively attract students to be enrolled in the program.

The institution remarks that the B.S. in Music plays a vital role in the institution's mission and contributes heavily to the local and campus community. The Music Department has implemented several new methods for recruiting, including promoting the program at the state and region conferences.

#### **Staff Response**

The staff acknowledges the important role the program serves in the institution's general educational community and the local community. With a good number of enrollees in the program, the staff suggests that the institution develop a strategic plan to increase graduation rate.

The institution notes that the cost for offering the B.S. in Mathematics is minimal because some courses in the program are included in the General Education curriculum. In addition, the study of mathematics is essential in STEM related majors. The students are given the "opportunity to select this versatile degree."

#### **Staff Response**

The staff acknowledges the service function of some foundation courses of the program. With a high enrollment and low completion rate, the staff suggests the institution develop a retention plan to help students progress to graduate.

The institution states that there is a great demand for physical education teachers in the state. The enrollment data has demonstrated the market need. In addition, the institution explains that due to the rigor of the program, a large percentage of students are unable to complete it.

#### **Staff Response**

The staff acknowledges the critical need for physical education teachers in the state. In order to meet the state needs, it is critical that the institution produces graduates. The staff suggests that the institution develop a strategic plan to identify struggling students at early stages and to provide needed assistance to help them complete the program.

The institution mentions that the cost of B.S. Environmental Science is very low since "the majority of the courses taught are used in other major programs or are included in the General Education curriculum." In addition, the equipment and scholarship of the program have been funded by an endowed account, which was designated only to this program. In 2019, the institution added a concentration to the program expecting the enrollment would grow in the coming years.

#### **Staff Response**

The staff commends the institution's effort to add a concentration to the B.S. Environmental Science. The staff acknowledges the program shared courses with other programs on campus. However, as a stand-alone academic degree program, the staff suggests that the institution develop recruitment and retention plan to increase enrollment and completion of the program.

### **7. Medical University of South Carolina (Table 10)**

**Total Reviewed Programs:** 26

**Non-Compliant Programs:** 2

**Percent of Reviewed Programs that were Non-Compliant Programs:** 7.69%

**Table  
Non-**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Master	513803	M.S. N., Adult Health Nurse/Nursing	5	2.6	Exemption
Doctorate	261001	Ph.D. Pharmacology	8.4	1.2	Exemption

**10****Compliant Programs at MUSC****Institutional Request and Explanation:**

**The institution request exemption for the M.S.N. in Adult Health Nurse/Nursing and Ph.D. in Pharmacology.** The institution states that M.S.N. in Adult Health is a stop out degree, available only to MUSC DNP students who are unable to complete all the requirements to earn a doctorate degree. No students are recruited and admitted directly into the MSN degree program. In addition, about 50 students are enrolled into the DNP program annually and 75% of them graduate on time.

The institution notes that the Ph.D. in Pharmacology is highly specialized. The complete program name is Cellular and Molecular Pharmacology and Experimental Therapeutics and Experimental Therapeutics, which is offered solely by MUSC in the state. The reason for the low completion results from low enrollment. The institution explains that small enrollment number is necessary given the selectivity of the program and the hands-on mentorship needed for training in such a specialized area. In addition, all students in the program are supported by National Institute of Health grant funding, which must be secured by the faculty mentor. Even though with low number of students completing, about 93% of students enrolled in the program complete the program of study within 7.5 years.

**Staff Responses**

The staff acknowledges the unique nature of the Ph.D. in Pharmacology and that it is beneficial to provide the M.S.N. in Adult Health Nurse/Nursing as a stop out program for students who are not able to complete DNP and commends the effectiveness of producing a good number of students in DNP program.

**8. South Carolina State University (Table 11)****Total Reviewed Programs: 55****Non-Compliant Programs: 28****Percent of Reviewed Programs that were Non-Compliant Programs: 50.91%****Table 11 Non-Compliant Programs at SC State University**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	160101	B.A., Foreign Languages and Literatures, General	2	0.4	Termination
Bachelor	540101	B.A., History, General	8.8	2.4	Probation
Bachelor	131302	B.S., Art Teacher Education	9.6	0.4	Exemption
Bachelor	400801	B.S., Physics, General	10.4	2	Exemption
Bachelor	450101	B.A., Social Sciences, General	10.6	0.2	Exemption
Bachelor	131303	B.S., Business Teacher Education	17.6	0.4	Termination
Bachelor	500501	B.A., Drama and Dramatics/Theatre Arts, General	19.6	1.8	Probation
Bachelor	150612	B.S., Industrial Technology/Technician	20	3	Termination
Bachelor	131309	B.S., Technology Teacher Education/Industrial Arts Teacher Education	20.8	3	Exemption
Bachelor	131203	B.S., Junior High/Intermediate/Middle School Education and Teaching	22.8	1.8	Exemption
Bachelor	131001	B.S., Special Education and Teaching, General	23	1.8	Exemption
Bachelor	10102	B.S., Agribusiness/Agricultural Business Operations	24.8	4	Exemption
Bachelor	451101	B.A., Sociology	27.4	3.8	Probation
Bachelor	230101	B.A., English Language and Literature, General	30.2	6.4	Exemption
Bachelor	500702	B.A., Fine/Studio Arts, General	36.6	5.2	Exemption
Bachelor	190501	B.S., Foods, Nutrition, and Wellness Studies, General	37.2	6.2	Exemption
Bachelor	270101	B.S., Mathematics, General	38.4	5.6	Exemption
Bachelor	520601	B.S., Business/Managerial Economics	38.8	4	Exemption
Bachelor	501003	B.A., Music Management	38.8	4.2	Exemption
Bachelor	400501	B.S., Chemistry, General	41.6	7.4	Exemption
Bachelor	150201	B.S., Civil Engineering Technology/Technician	47.2	7.4	Termination
Bachelor	131312	B.S., Music Teacher Education	56.8	2.2	Exemption

Bachelor	310501	B.S., Health and Physical Education/Fitness, General	72.6	6.4	Exemption
Bachelor	131202	B.S., Elementary Education and Teaching	77.4	7.4	Exemption
Bachelor	131210	B.S., Early Childhood Education and Teaching	124.8	5.8	Exemption
Master	131001	M.Ed., Special Education and Teaching, General	0.6	0.2	Termination
Master	190701	M.S., Human Development and Family Studies, General	10	1.4	Termination
Master	131205	MAT/M.Ed., Secondary Education and Teaching	21.4	2.8	Exemption

#### **Institutional Request and Explanation:**

**The institution requests termination for four Non-Compliant programs:** the B.S in Business Education, B.A. in Modern Languages, M.Ed. in Special Education, and M.S. in Individual and Family Development, along with the Education option of the Dramatic Arts Program.

#### **Staff Responses**

The staff commends the institution's good stewardship for terminating four non-compliant programs.

**The institution requests exemption for the B.A. in History.** The institution points out that the program is central to its institutional mission and provides service function to the general educational community. The institution also notes that plans have been implemented to raise enrollment and enrollment has increased over the past fall terms.

#### **Staff Responses**

The staff commends the institution's initiatives to increase enrollment and acknowledges the program's service function as well as its centrality to the institution's mission. The staff recommends that the institution continue to implement the enrollment initiative and develop a plan for students to retain students in the program.

**The institution requests exemption for the B.S. in Art Education K-12.** The institution explains that the program is faced with a problem of low enrollment and matriculation that is closely related to the overall enrollment and retention numbers of the University as a whole. In addition, the institution remarks that Art Education remains on the critical needs list in school curricula for the state of South Carolina. As the only one institution in the southernmost quarter of the state, the program is geared to concentrate on training African American students to teach in principally rural, lower socio-economic areas, serving predominantly African American school districts, providing important community role models for inclusive participation in the fine arts. Furthermore, the institution has developed recruitment and retention initiatives to increase enrollment and completion.

#### **Staff Responses**

The staff commends the institution's effort to implement recruitment and retention initiatives. The staff acknowledge the uniqueness of the program to be geared toward

training African American students to teach in principally rural, lower socio-economic areas.

**The institution requests exemption for the B.S. in Physics.** The institution states the program's centrality to the institution, its service function, and the workforce needs for the program. Additionally, recruitment and retention plans have been implemented. Moreover, a faculty/program development plan has been put in place.

#### **Staff Responses**

The staff acknowledges the workforce needs for the program and the institution's effort to implement recruitment, retention, and faculty development plans to increase enrollment and completion. The staff suggests that the institution continue the effort to meet the program productivity standards.

**The institution requests exemption for the B.A. in Social Studies Education.** The institution explains that the program in the Department of Education offers essential courses required by other education programs. In addition, the University's 2-18-2022 Strategic Plan as well as its initiatives to increase enrollment and retention rate. Moreover, the recent recurring fund used to recruit students to education fields will benefit the Social Studies Education Program and the fund is being used to attract students from 10<sup>th</sup> to 12<sup>th</sup> grades to the education program at SC State. Furthermore, the Education Department has also implemented Praxis II Preparation Sessions for the tests, which will result in an increased completion rate.

#### **Staff Responses**

The staff acknowledges the state critical need for social studies teachers and commends the institution's effort to take action to implement plans to recruit students. The staff commends the institution's plan to implement Praxis Preparation sessions to prepare students for the tests. The staff suggests that the institution develop a plan to identify at-risk students at an early stage of matriculation.

**The institution requests probation for the B.A. in Dramatic Arts Program.** The institution notes that the role of the program is to prepare student to be professional theatre collaborators, to prepare students for graduate studies, and to teach in the educational system through alternative certification programs. It is the only baccalaureate program located at a Historically Black College or University (HBCU) in South Carolina and ranked #17 among HBCU in the United States. In addition, the program is designed for low enrollment. Moreover, the program has partnership with multiple organizations locally and regionally. Furthermore, a recruitment initiative has been in place to increase enrollment.

#### **Staff Responses**

The staff acknowledges the unique role the program has served in the state and commends the institution's effort to have a recruitment initiative in place. The staff suggests that the institution develops a plan to help students progress to completing the program.

The institution requests termination for the B.S. in Industrial Engineering Technology. The institution has had a sunset plan in place to teach out the remaining students. The program is no longer open for enrolling new students.

#### **Staff Responses**

The staff commends the good stewardship for terminating B.S. in Industrial Engineering Technology.

**The Institution requests exemption for the B.S. in Industrial Education.** The institution remarks the program is the only one of its kind at the baccalaureate level in the State. No other university in the state prepares industrial education teachers for the K-12 system.

#### **Staff Responses**

The staff acknowledges that the institution offers the only program in industrial education. As a stand-alone program, its enrollment exceeds the program productivity standard. Therefore, the staff suggests the institution develop a plan to retain students to increase completion rate.

**The institution requests exemption for the B.A. in Middle Level Education and B.S. in Special Education.** The institution states that the programs are aligned with the university mission and meets the needs of teacher shortage in the state. In addition, the institution explains that the University's 2018-2022 Strategic Plan focuses on increasing enrollment and retention is in place. The Department has implemented Praxis preparation session for the education students to help them pass the test.

#### **Staff Responses**

The staff acknowledges the teacher shortage in the state. Both programs meet and exceed the enrollment program productivity standard. To meet the needs of the state, graduates must be produced. Hence, the staff suggests the institution develop plans to increase completion rate.

**The institution requests exemption for the B.S. Agribusiness.** The institution states the program's centrality to the institution's mission and the program efficiency. The Agribusiness program, housed in the School of Business, shares the same business core curriculum that is made up of 25% of the curriculum, and thus the same core faculty with the other business programs (Accounting, Marketing, and Management). In addition, the institution addresses that the program meets the needs of the state workforce. Furthermore, the institution has developed a comprehensive retention plan, which will positively impact both the enrollment and completion rates.

#### **Staff Responses**

The staff acknowledges the unique design of the program and the workforce need. The program meets and exceeds the enrollment program productivity standard. To meet the workforce needs, students need to graduate from the program. The staff commends the institution's effort to develop a comprehensive retention plan. The staff suggests that the institution identify at risk students at an early stage.

**The institution requests probation for the B.A. in Sociology.** The institution addresses that the program is central to the its mission and the program meets the state workforce need. In addition, the institution has developed a comprehensive retention plan.

#### **Staff Responses**



The staff acknowledges the program's centrality to the institution's mission, its service function and need for the state workforce. The staff commends the institution's proactive effort to develop a comprehensive retention plan to retain students in the program.

**The institution requests exemption for the B.S. in English.** The institution addresses the service function of the program and explains that the decline in enrollment is due in large measure to the success of the Communication major, which used to exist as a minor within the English major. The English program had a decline in majors but experienced a resurgence in the number of majors in Fall 2018. In addition, the institution states that the English faculty have already implemented several strategies to strengthen the program and are committed to continuous development of the major to meet the changing needs of the 21<sup>st</sup> century. Strategies include recruitment, revision of English Major curriculum with a focus on Intersectional Studies and an emphasis on advanced writing skills.

#### **Staff Responses**

The staff commends the institution's effort to implement strategies to strengthen the program. The staff acknowledges the impact of the change of Communication from a minor to major on the enrollment of English program.

**The institution requests exemption for the B.S. in Studio Arts.** The institution remarks that the art unit finishing up its accreditation process with the National Association of Schools in Art and Design (NASAD) and plans to maintain for the next ten years. The hiring of three new full-time art faculty, a curator, a ceramics instructor, and a digital media instructor has helped the program to meet the NASD accreditation recommendations for more tenure-track faculty within the art program. In addition, the institution has developed retention plans and recruitment strategies to improve the program productivity.

#### **Staff Responses**

The staff commends the institution's effort to develop and implement retention plans and recruitment strategies. The staff recommends that the program continue to maintain the accreditation standard.

**The Institution recommends exemption for the B.S. in Nutrition and Food Management.** The institution states the program centrality to the institution's mission, its efficiency, its ability to meet workforce needs, and its specialized accreditation. In addition, SC state is the only HBCU in the state with an accredited Didactic Program in Dietetics. Fewer than ten HBCUs are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Furthermore, the institution has implemented retention strategies to increase the graduation.

#### **Staff Responses**

The staff acknowledges the unique status of the program in the state. As one of ten HBCU that houses such a needed program, it is legitimate for the institution to maintain the program. The enrollment has met and exceeded the standard; therefore, the staff recommends the institution continue to develop innovative strategy to increase graduation rate in order to meet the workforce needs.

**The institution requests the B.S. in Mathematics and the B.S. in Chemistry.** The institution states both programs' centrality to the institution's mission, their service functions, program efficiency, and the workforce needs for these programs. The institution has implemented strategies to increase enrollment and completion.

**Staff Responses**

The staff acknowledges both program's service function and their efficiency. As stand-alone program, both programs have met and exceeded the enrollment standards. Hence, the staff recommends the institution continue the implementation of retention strategies, closely monitor the progress of retained students, and identify the students at-risk at early stage.

**The institution requests exemption for the B.S. in Economics/Business Economics.** The institution states the program's centrality, cost efficiency, and workforce demand for this program. In addition, the institution addresses that a plan to increase the enrollment is in place, and part of the plan is that a recruitment coordinator was hired.

**Staff Responses**

The staff acknowledges program's centrality to its institution's mission and the institution's effort to increase enrollment. During the review cycle, the enrollment met and exceeded the standard. Therefore, the staff suggests that the institution develop an aggressive plan to retain students in the program and help them progress to graduation.

**The institution requests exemption for the B.A. in Music Management.** The institution remarks the role of the program and its centrality to the institution's mission, the program efficiency, and the workforce demand. The program is accredited by the National Associations of School of Music (NASM). Additionally, the institution is currently implementing several strategies to improve retention, and to recruit more majors.

**Staff Responses**

The staff commends the institution's effort to implement strategies to increase enrollment and completion rate. The enrollment met and exceeded the standard. To meet the workforce need, graduates need to be produced. The staff suggests that the institution develop strategy to identify students at-risk at early stage.

**The institution requests termination for the B.S. in Civil Engineering Technology.** The institution has recently submitted Notification of Termination of the program to CHE. A teach-out plan has been in place. No new students will be accepted into the program

**Staff Responses**

The staff commends the institution's good stewardship to terminate the program that did not meet the Program Productivity standards.

**The institution requests exemption for the B.S in Music Education, B.S. in Health and Physical Education, B.S. in Elementary Education, B.S. in Early Childhood Education, MAT/M.Ed. in Secondary Education.** The institution states these programs' centrality to the institution's mission and the state's great demand for teachers. The institution is implementing strategies to increase enrollment and graduation rate.

**Staff Responses**

The staff acknowledges these programs meet the needs of the state's demand for teachers. However, the enrollment in these programs all met and exceeded the enrollment stand. To better meet the state workforce need, more graduates need to be produced. Therefore, a plan to identify students at risk at early stage and to retain them is suggested.

**9. USC Aiken (Table 12)**

**Total Reviewed Programs: 21**

**Non-Compliant Programs: 7**

**Percent of Reviewed Programs that were Non-Compliant Programs: 33.33%**

**Table 12 Non-Compliant Programs at USC Aiken**

Degree Program	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	240101	B.A., B.S. Liberal Arts and Sciences/Liberal Studies	52.2	0.8	No Request
Bachelor	131312	B.A. Music Teacher Education	23.6	2	No Request
Bachelor	131203	B.A. Junior High/Intermediate/Middle School Education and Teaching	33.4	4	No Request
Bachelor	131001	B.A. Special Education and Teaching, General	42.4	5.6	No Request
Bachelor	451001	B.A. Political Science and Government, General	49.6	7	No Request
Bachelor	540101	B.A. History, General	37.8	6.4	No Request
Bachelor	131205	B.A., B.S. Secondary Education and Teaching	73	6.6	No Request

**Institutional Request and Explanation:**

**The institution makes no request for the above-mentioned programs.**

**Staff Responses**

The institution makes no request for the above-mentioned Non-Compliant programs. Based on the reported statistics, the enrollment of the seven Non-Compliant programs all met and exceeded the standard. The staff suggests that the institution develop strong retention plans to help student progress to graduation.

**10. University of South Carolina Beaufort (Table13)**

**Total Reviewed Programs: 15**

**Non-Compliant Programs: 4**

**Percent of Reviewed Programs that were Non-Compliant Programs: 26.67%**

**Table 13 Non-Compliant Programs at USC Beaufort**

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
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Bachelor	160905	B.A., Spanish Language and Literature	12.8	3.4	Exemption
Bachelor	240101	B.A., Liberal Arts and Sciences/Liberal Studies	47.8	4.8	Exemption
Bachelor	500702	B.A., Fine/Studio Arts, General	52.4	6.4	Exemption
Bachelor	451101	B.A., Sociology	34.6	6.6	Exemption

### **Institutional Request and Explanation:**

**The institution requests exemption for both Non-Compliant programs.**

**The institution requests exemption for the B.A. in Spanish Language and Literature.**

The institution states that the program has been placed in abeyance and it is no longer accepting new students. The institution is restructuring the program.

#### **Staff Responses**

The staff acknowledges the institution's proactive effort to restructure the program to meet the marketing needs. The staff suggests that the institution develop a detailed plan to improve the program productivity.

**The institution requests exemption for the B.A. in Liberal Arts and Science/Liberal Studies.** The institution explains that to extend the reach of the program, the program will be made available to online students beginning in Fall 2020. In addition, the program also functions as a degree completion program for advanced students who previously started, but did not complete, other majors. Moreover, the program is cost effective because most courses in the program are offered by a wide range of academic disciplines.

#### **Staff Responses**

The staff acknowledges the cost effectiveness of the program and commends the institution's plan to make the program available online. Since the program is a stand-alone program, the staff suggests that the institution develop a retention plan to help student progress to completion.

**The institution requests exemption for the B.A. in Fine/Studio Arts.** The institution states that a new Studio Arts building was acquired, and the program will soon move into it. Additionally, the institution has undergone significant revitalization in the past few years such as new dormitories, food service, building renovation, etc.) so more students are expected to be attracted to the program.

#### **Staff Response**

The staff commends the institution's effort to attract students. The enrollment of the program met and exceeded the standard. Thus, the staff suggests that the institution develop detailed recruitment and retention plan to improve the program productivity.

**The institution requests B.A. in Sociology.** The institution states that the courses offered by the program are very popular across the campus. Many non-majors enroll in upper-level sociology courses, for example, Human Services majors are required to take at least 300+level sociology courses. The institution argues that the courses will continue to be offered and eliminating the major would be inefficient.

#### **Staff Responses**

The staff agrees that courses need to be offered in order to meet course requirements for other majors. The enrollment of the program exceeded the standard. As a stand-alone program, the staff suggests that the institution develop detailed plan to retain students.

### **11. University of South Carolina Columbia (Table 14)**

**Total Reviewed Programs: 234**

**Non-Compliant Programs: 34**

**Percent of Reviewed Programs that were Non-Compliant Programs: 13.33%**

**Table 14 Non-Compliant Programs at USC Columbia**

<b>Degree</b>	<b>CIP Code</b>	<b>Program</b>	<b>Enrollment Average</b>	<b>Completion Average</b>	<b>Institution Response</b>
Bachelor	160104	B.A., Comparative Literature	3	0.4	Probation
Bachelor	50107	B.A., Latin American Studies	2	0.8	Termination
Bachelor	400603	B.S., Geophysics and Seismology	19	2	Exemption
Bachelor	161200	B.A., Classics and Classical Languages, Literatures, and Linguistics	7.6	3.4	Probation
Bachelor	510901	B.S., Cardiovascular Technology/Technologist	115.6	6.2	Exemption
Bachelor	50201	B.A., African-American/Black Studies	18.6	6.8	Exemption
Bachelor	110401	B.S., Information Science/Studies	40.8	6.8	Probation
Bachelor	160501	B.A., German Language and Literature	17.4	6.8	Probation
Bachelor	500601	B.A., Film/Cinema/Video Studies	48.4	7.6	Exemption
Master	309999	P.S.M. Multi-/Interdisciplinary Studies, Other	1.2	0.6	Termination

Master	160501	M.A., German Language and Literature	2.8	1	Probation
Master	160901	M.A., French Language and Literature	2.8	1	Probation
Master	512003	M.S., Pharmaceutics and Drug Design	1.2	1	Exemption
Master	130601	M.Ed., Educational Evaluation and Research	5.2	1.2	Probation
Master	380101	M.A., Philosophy	6	1.6	Exemption
Master	400801	M.S., Physics, General	3.4	1.6	Exemption
Master	160104	M.A., Comparative Literature	3.8	1.8	Probation
Master	160905	M.A., Spanish Language and Literature	3.8	1.8	Probation
Master	422704	M.A., Experimental Psychology	0.4	1.8	Exemption
Master	250101	S.L.I.S., Library and Information Science	6.6	1.8	Exemption
Master	451101	M.A., Sociology	5	2.2	Exemption
Master	500699	M.A., Film/Video and Photographic Arts, Other	5.6	2.2	Exemption
Master	160101	M.A.T., Foreign Languages and Literatures, General	5.6	2.6	Exemption
Master	540101	M.A., History, General	5.4	2.6	Exemption
Doctorate	500904	D.M.A., Music Theory and Composition	2	0.2	Exemption
Doctorate	131210	Ph.D., Early Childhood Education and Teaching	9.6	0.6	Termination
Doctorate	131312	Ph.D., Music Teacher Education	1.2	0.6	Exemption
Doctorate	142301	Ph.D., Nuclear Engineering	11.2	1	Exemption
Doctorate	510204	Ph.D., Audiology/Audiologist and Speech-Language Pathology/Pathologist	7.6	1	Exemption
Doctorate	450601	Ph.D., Economics, General	11.8	1.2	Probation

Doctorate	513808	Ph.D., Nursing Science	56.6	1.2	Exemption
Doctorate	500999	D.M.A., Music, Piano Pedagogy	13.8	1.4	Probation
Doctorate	130901	Ph.D., Social and Philosophical Foundations of Education	10.8	1.6	Exemption
Doctorate	450201	Ph.D., Anthropology	20.6	1.8	Exemption

#### **Institutional Request and Explanation:**

**The institution requests termination for the B.A. in Latin American Studies, Professional Science Master (P.S.M.), and Ph.D. in Early Childhood Education and Teaching.** These three programs have already been terminated: The B.A. in Latin American Studies was terminated in Spring 2017; the Professional Science Master (P.S.M.) in in Spring 2018 and the Ph.D. in Early Childhood Education and Teaching in Spring 2017.

#### **Staff Responses**

The staff commends the institution's good stewardship to terminate the programs that were not productive during the review cycle.

**The institution requests probation for the B.A in Comparative Literature, B.A. in Classics, B.A. in German, M.A in German, M.A. in French, M.A. in Spanish, and M.A. in Comparative Literature:**

The institution explains that the Department of Languages, Literatures, and Cultures in the College of Arts and Sciences is currently working on a proposal to merge all bachelor's and master's degree programs under its umbrella into single degrees. When this change is completed, the Department will offer a Bachelor of Arts in Languages, Literatures, and Cultures and a Master of Arts in Languages, Literatures, and Cultures, with students choosing a concentration of study, allowing students to specialize in the subject rather than complete a stand-alone degree program.

#### **Staff Responses**

The staff commends the institution's effort to restructure the program and offer multiple options for students. The staff suggests that the institution develops a strong recruitment and retention plan to produce graduates.

**The institution requests exemption for the B.S. in Geophysics and B.S. in Cardiovascular Technology.** The institution states that both programs are the only one of their kind in the state and provide an option for out-of-state students through the Academic Common Market program. Terminating these programs would not only decrease the available workforce in the state, but also in other states in the Southeast. In addition, the B.S. in Cardiovascular Technology meets workforce needs associated with healthcare specialists supporting doctor's offices and hospitals. Moreover, terminating the B.S. in Geophysics would represent no financial savings, as the degree is comprised of courses from other disciplines. Due to the role these programs play in South Carolina and the surrounding states USC Columbia requests exemption.

#### **Staff Responses**

The staff acknowledges the unique role both programs have played in South Carolina and the southeastern region. As stand-alone program, even though the B.S. in Geophysics is cost effective, it needs to produce graduates. In addition, the enrollment in both

programs met and exceeded the standard, the staff suggests that the institution develop a retention plan to identify at-risk students at early stage so that graduates will be produced to meet the workforce needs.

**The institution requests exemption for the B.A. in African American Studies:** The institution states that the program serves the University's mission by reflecting the African American experience using broad-based interdisciplinary approaches as well as reflection diversity on campus. In addition, the program provides services to the campus and Columbia area that reflect the mission of the University, particularly in terms of community engagement and outreach. Moreover, courses offered in the program are provided by faculty jointly appointed with other program units.

#### **Staff Responses**

The staff commends the institution's community engagement and outreach through the program. The staff suggests that the institution develop recruitment and retention plan to improve the program productivity.

**The institution requests probation for the B.S. in Information Science.** The institution explains that the program is growing within the School of Library and Information Science as indicated in the growth in enrollment. The target enrollment for the program is 300, and the School of Library and Information Science put in place specific measures to achieve that goal within five years. These measures include a name change for the School from School of Library and Information Science to the School of Information Science in response to data that showed potential undergraduate students wrongly believed the school only prepared librarians. In addition, the School also instituted regular meetings with admissions and university transfer advisors as well as offered honors courses to demonstrate the subject and employment span of the B.S. in Information Science. Moreover, the School is also in the process of putting in place an on-campus recruiter.

#### **Staff Responses**

The staff recognize the proactive effort the institution has made to improve the program productivity. The staff suggests that the institution develops a strong retention plan to help enrolled students progress to graduation.

explains that this program continues to partner with units such as the School of Visual Art and Design and the Department of English to provide interdisciplinary programming for students. The program is currently healthy and poised to grow. In addition, the program is not a tenure home and all faculty members are jointly appointed with other units.

#### **Staff Responses**

The staff acknowledge the cost effectiveness of running the program jointly with other units. The staff suggests the institution continue the good work of maintaining good enrollment and develop a retention plan to raise graduation rate.

**The institution requests exemption for the M.S. in Pharmaceutical Sciences, M.A. in Philosophy, M.S. in Physics, M.A. in Experimental Psychology, M.A. in Sociology, and M.A. in History.** The institution explains students are not specifically recruited to these programs at master's degree level; rather, they serve as "stop-out" programs for students in the respective Ph.D. Programs



who either choose not to complete the doctoral program or are not making satisfactory progress toward the degree. In addition, awarding the master's degree is anticipated to increase the employability of the graduate, thereby enhancing the state's workforce.

**Staff Responses**

The staff acknowledges the primary function of these "stop-out" programs as each well serves the purpose to acknowledge students' academic accomplishment when they are unable to continue their doctorate studies due to various reasons.

**The institution requests probation for the M.Ed. in Educational Psychology and Research.** The institution states that the College of Education is exploring ways to increase enrollment in this program. Since the last review cycle, the enrollment has increased. In addition, the program is exploring additional ways to recruit new applicants to the degree through online offerings and recruitment at local universities and large undergraduate programs at the University (e.g., psychology, education).

**Staff Responses**

The staff acknowledge the institution's effort to develop innovative ways to recruit students into the program.

**The institution requests exemption for the Specialist in Library and Information Science (SLIS).** The institution remarks that the program was purposefully designed for low enrollment. It is designed for students who have either completed their graduate programs in library science and use the Specialist program for specific job requirements such as an internship experience or are seeking a series of specialized courses to refresh an existing degree. In addition, the program has a very low administrative overhead and puts no burden on the curriculum as the SLIS program uses existing courses in the heavily subscribed Master's in Library and Information Science Program.

**Staff Responses**

The staff recognizes the uniqueness of the program and its cost effectiveness. Though the program was purposefully designed for low enrollment, a reasonable pool of enrolled students is still needed in order to produce students. The staff suggests the institution develop a recruitment plan to increase enrollment.

**The institution requests exemption for the M.A. in Media Arts.** The institution notes that the College is putting in place a plan to increase the number of majors enrolling in and completing the degree. In Fall 2017, the School of Visual Art and Design launched an accelerated B.A./M.A. program that enables students to complete both the bachelor's and master's degrees in five years. Additionally, the M.A. in Media Arts is the only degree program in South Carolina providing training in media production and technologies. Moreover, the degree is designed for smaller, studio-oriented enrollment, which is a model that is consistent across peer and peer aspirant institutions.

**Staff Responses**

The staff commends the institution's effort to develop an accelerated B.A./M.A. program to enable students to complete two degrees at a legitimate timeframe. The staff also recognizes that the program is the only degree program in the state.

**Staff Responses**

The staff agrees with the institution that the program meets the state workforce need. To meet the needs of the state, the staff suggests that the institution develop recruitment and retention plan to produce more graduates.

**The institution requests exemption for the DMA in Music Composition and Ph.D. in Music Education.** The institution notes both programs are the only one of their kind in South Carolina. Students from both programs take a lot of courses offered to other DMA Students and other graduate students in music education. The faculty who teach courses in the DMA Composition or PhD Music Education programs (largely one-on-one instruction) also teach general DMA courses or Music Education courses at the baccalaureate and master's level.

**Staff Responses**

The staff acknowledges the cost effectiveness and their unique feature of the two programs that were specially designed for low enrollment and low completion. The staff suggests that the institution develop plans to recruit students to the program.

**The institution requests exemption for the Ph.D. in Nuclear Engineering.** The institution states that energy has been designated as a Research Focus area and the program support economic development. The graduates and current students conduct research in the program are in supportive of the large nuclear energy industries that provides about 50% of electricity in the South Carolina. In addition, the program shares the courses with the M.S. program, therefore, it is cost effective to run the program. Moreover, the program has received external research grants from federal agencies and private industry.

**Staff Responses**

The staff acknowledges the need for research in energy in the state and commends the work the program has done to advance the research through funding from external sources.

**The institution requests exemption for the Ph.D. in Communication and Sciences Disorders.** The institution states the program's mission is to promote and advance knowledge of the nature, prevention, diagnosis, and treatment of communicative disorders, which is aligned with University's mission. With new doctoral students entering the program and more doctoral students graduating from the program, the program is growing stronger each year. Additionally, the program meets workforce needs for doctoral-level faculty in academic positions in the 250+ US doctoral programs in Speech-Language Pathology.

**Staff Responses**

The staff commends the institution's effort to recruit students into the program and acknowledges the workforce need across the nation for researchers and scientists in this disciplinary area.

**USC Columbia requests probation for the Ph.D. in Economics.** The institution states that the program has re-structured the Comprehensive Exam to make it a paper format so students' research would start sooner, and the dissertation would be completed in a timely manner. Ph.D. students' teaching commitments have been reduced for them to have more time to complete the dissertation. As a result, in the recent years, the number of graduates has been increased.

**Staff Responses**

The staff commends the institution's proactive effort to restructure the program to help students succeed and graduate in a timely manner.

**The institution requests exemption for the Ph.D. in Nursing Science.** The institution remarks the program's centrality to the institution's mission and its design for low enrollment. In addition, the program meets workforce needs for nursing faculty by targeting the non-traditional Ph.D. student. The program is designed for the working registered nurse (RN) and 85% of the students enrolled continue to work part-time outside of Ph.D. coursework. As such, the time to graduation varies greatly based on degree at entry (bachelor's, master's, or clinical doctorate degree entry), enrollment status (full-time vs. part-time) as well as research interest and design. The program's enrollment and graduation has increased in past few years after making the change to accommodate working RNs.

**Staff Responses**

The staff acknowledges the need for nursing faculty in the state and commends the institution's effort to accommodate working RN's schedules. However, the enrollment of the program greatly exceeded the enrollment standard. The staff suggests that the institution develop strategic plans to help students progress to graduation.

**The institution requests probation for the Ph.D. in Piano Pedagogy.** The institution states that meeting the Program Productivity is expected because currently the enrollment is healthy. In addition, the newly filled faculty position has made a positive impact on the health of the program.

**Staff Responses**

The staff agrees with the institution's assessment of the program health. It is commendable that more students graduated in the last two years.

**USC Columbia requests exemption for the Ph.D. in Foundations of Education.** The institution notes that the faculty in the program teach courses in qualitative research to students in other doctorate programs in the College of Education. In addition, the faculty members play a vital part in serving on dissertation committees.

**Staff Responses**

The staff recognizes the service provided by the faculty members to the community of the College of Education. As a stand-alone program, it met and exceeded the enrollment standard. The staff suggests that the institution develop retention plan to bring up the graduation rate.

**USC Columbia requests probation for the Ph.D. in Anthropology** This institution remarks that the program has a healthy enrollment average and previously met the Commission's program productivity standards. Based on current enrollment, the program is projected to meet the completion standard by 2022.

**Staff Responses**

The staff acknowledges that the program met the enrollment standard. The staff suggests that the institution develop a plan to help students graduate in a timely manner.

**12. University of South Carolina Upstate (Table 15)**

**Total Reviewed Programs:** 30

**Non-Compliant Programs:** 4

**Percent of Reviewed Programs that were Non-Compliant Programs:** 13.33%

**Table 15 USC Upstate Non-Compliant Programs**

### **Institutional Request and Explanation:**

**The institution requests exemption for the B.A. in Commercial Music.** The institution argues that a Commercial Music program is typically found housed in a comprehensive music program that offers degrees in music education, classical performance, composition, jazz studies. However, the commercial music program, is the only music program offered on campus. In addition, the institution explains that when accepting students into the program without an audition or after a poor-quality audition has resulted in low graduation rates. It has been the institution's policy to accept everyone in hopes that they will succeed, but if they do not improve enough to complete a degree in music, the institution would usually suggest students graduate in a different a major. Moreover, the program provides music class to about 1,100 students per year across the campus.

### **Staff Responses**

The staff recognizes the unique role the only music program serves on the campus. The staff suggests that the institution develop a quality audition plan and procedure when recruiting students to the program. The enrollment of the program is healthy, but the quality of preparation of enrolled students needs to be improved.

**The Institution requests exemption for the B.S. in Chemistry.** The institution states that the Math program provides a service function to the general education curriculum and generate a significant amount of avenue. In addition, the institution has planned to participate in more recruitment events and will soon propose a new program in statistics for which math is needed.

**The Institution requests exemption for the B.A in Spanish and B.S. in Chemistry.** The institution

Degree Level	CIP Code	Program	Enrollment Average	Completion Average	Institution Request
Bachelor	500999	B.A., Commercial Music	32.6	3.4	Exemption
Bachelor	400501	B.S./B.A., Chemistry, General	103.4	3.6	Exemption
Bachelor	131302	B.A., Art Education	25.2	4.2	Exemption
Bachelor	160905	B.A., Spanish Language and Literature	18.6	4.2	Exemption

states that about 25% of declared chemistry majors are actually "pre-engineering" students, and they intend no more than one year at Upstate before transferring to an engineering program elsewhere. In addition, the institution has implemented initiatives to improve graduation rate and in the last two years, the number of graduates has increased, for example, 4 in the 2017-18 and

6 in 2018-19. Moreover, the graduates of the program were admitted to prestigious graduate programs.

#### **Staff Responses**

The staff commends the institution's proactive effort to implement effective strategies to improve the graduation rate. The staff suggests that the institution continue to monitor the progress. There is no doubt that graduates from this program will meet the workforce need. With more than 100 students enrolled in the program, producing more graduates will help meet the needs in the state.

**The institution requests exemption for the B.A. in Art Education.** The institution remarks that the program leads to initial teaching certification so that it is housed in the School of Education. Because of the low demand for art teachers for any given school, the number of majors currently in the program and graduates have kept pace with the job market. Secondly, with only one full-time faculty and one adjunct professor, the program is very cost effective because they also teach courses in the Art Studio major.

#### **Staff Response**

The staff acknowledges the cost effectiveness of the program and the design of the program for low enrollment and low completers. The staff suggests that the institution develop plans to raise the retention rate so that more graduates will be produced.

**The institution requests exemption for the B.A. in Spanish Language and Literature.** The institution states it has recently developed cross-divisional programs to attract students from other majors to take the programs as minors. In addition, the Spanish Translation the Interpreting minor is the only one offered in South Carolina. Moreover, the program has a service function.

#### **Staff Responses**

The staff recognizes the merits of this program and its service function for the general community on campus. The staff commends the institution's effort to develop new cross-divisional programs to provide the option of choosing the program as a minor. As a stand-alone program, the program productivity needs to be improved.

### **13. Winthrop (Table 16)**

**Total Reviewed Programs:** 59

**Non-Compliant Programs:** 9

**Percent of Reviewed Programs that were Non-Compliant Programs:** 21.17%

**Table 16 Non-Compliant Programs at Winthrop**

<b>Degree Level</b>	<b>CIP Code</b>	<b>Program</b>	<b>Enrollment Average</b>	<b>Completion Average</b>	<b>Institution Request</b>
Bachelor	500703	B.A., Art History, Criticism and Conservation	17.2	4	Exemption
Bachelor	30104	B.S., Environmental Science	20	2.4	Exemption
Bachelor	30103	B.A., Environmental Studies	22.8	6.6	Exemption
Bachelor	389999	B.A., Philosophy and Religious Studies, Other	25.2	5.8	Exemption

Bachelor	450601	B.A., Economics, General	28.2	7.8	Exemption
Bachelor	500408	B.F.A., Interior Design	37.4	4.6	Exemption
Master	131312	M.M.E., Music Teacher Education	2.6	1.2	Exemption
Master	500906	M.M., Conducting	4.4	1.8	Exemption
Master	500901	M.M., Music, General	6.8	2.6	Exemption

#### **Institutional Request and Explanation:**

**The institution requests exemption for the M.M.E. in Music Education, M.M. in Music Performance, and M.M. in Conducting.** The institution states that the institution will restructure the three programs and merged them to create a single M.M in Music with concentration in Conducting, Performance, and Music Education. Currently, the newly hired chair is working with the faculty on the change. In addition, these programs provide service function to the general community of the institution.

**The institution requests exemption for the B.F.A. in Interior Design.** The institution explains that this program will be merged with the B.F.A. in Visual Communication Design to create a new degree program in Design.

#### **Staff Responses**

The staff acknowledges the service function of the four programs and commends the institution's initiative to restructure the programs. The staff encourages the institution to submit modification proposals in a timely manner before the next review cycle starts.

**The institution requests exemption for the B.A in Philosophy/Religion.** The institution claims that Winthrop has a relative high enrollment in the majors compared with other public institutions across the state. The program provides service function to the general community of the institution and the faculty members also teach courses in other programs.

#### **Staff Responses**

The staff recognizes the service function of the program and the institution's intentional effort to assign faculty members to teacher courses in other programs. It is applaudable that the institution has a higher number of enrollees in the majors. However, as a stand-alone program, it is equally important to produce enough number of graduates. Therefore, the staff suggests that the institution develop a retention plan to help students progress to graduation.

**The Institution requests exemption for the B.A. in Art History.** The institution states that the program supports the university's mission and it is central to the institution's global learning initiative by advancing cross-cultural understanding and engagement. In addition, the program routinely enrolls students more than a dozen students pursuing, at the same time, provides general education courses to a larger Winthrop student body.

#### **Staff Responses**

The staff acknowledges the service function of the program to the institution. The staff suggests that the institution develop plans to recruit more students to the majors and help them succeed.

**The institution requests exemption for B.A. in Economics.** The institution notes that the B.A. in Economics is unique because the institution also offers an Economics concentration as part of the B.S. in Business Administration. The two-degree programs are synchronized and share 100% of resources. In the last two years, a good number of students graduated from the B.A. in Economics.

**Staff Responses**

The staff commends the institution's effort to share resources and offer multiple options for students.

**The institution requests exemption for the B.A. in Environmental Studies and B.S. in Environmental Sciences.** The institution states that the two programs should be evaluated together rather than separately. For both programs, 110 of the 120 hours required for graduation are from courses taught for either general education or other degree programs. Most courses these students take are taught by faculty in existing departments at Winthrop; therefore, adding ENST and ENSC students to the mix both enriches the classroom and increases teaching efficiency. For instance, students might take Environmental Biology (taught by Biology faculty with students from Chemistry, Biology) or Ecological Psychology (taught by Psychology faculty with students from Psychology, Sociology, etc.). However, the differences in the program and the distinctions in CIP code descriptions do not really lend themselves to merging the two programs under a single CIP code. Both programs only require 10 hours unique to these programs.

**Staff Responses**

The staff commends the institution's effort to run both programs in an efficient way. As stand-alone programs, the staff suggests that the institution develop plan to identify struggling students at early stage to help them succeed.

**Recommendation**

Per policy, the Commission considers individual program exemptions from the academic program productivity standards under very limited circumstances and then only if convincing justification can be provided. However, the pandemic has made an unprecedented impact on institutions' operations, including on potentially favorable enrollment and/or completion data since these productivity criteria were assessed for the five-year period ending 2018 for the current review cycle. Therefore, the staff recommends termination for programs as requested (Table 17), and exemption for the remaining 128 non-compliant programs solely for this review cycle of FY2014-18. All exempted non-compliant programs for this cycle will be reviewed during the next review cycle of FY2016-2020. Staff welcome discussion topics recently raised as a result of the 2017 revised policy implementation.

**Table 17 Non-Compliant Programs Recommended for Termination**

Institutions	Degree Levels	CIP Code	Programs	Enrollment Average	Completion Average	Staff Recommendation
The Citadel	Master	131311	M.Ed, Mathematics Teacher Education	4	1	Termination

Francis Marion	Bachelor	450601	B.S./B.A., Economics, General	11	3.8	Termination
Francis Marion	Bachelor	131302	B.S., Art Teacher Education	14	2.2	Termination
Francis Marion	Bachelor	500501	B.A., Drama and Dramatics/Theatre Arts, General	23.4	3.4	Termination
Francis Marion	Bachelor	501003	B.S., Music Management	34	4	Termination
Francis Marion	Bachelor	131203	B.S., Junior High/Intermediate/Middle School Education and Teaching	62.4	4.6	Termination
SC State	Bachelor	160101	B.A., Foreign Languages and Literatures, General	2	0.4	Termination
SC State	Bachelor	131303	B.S., Business Teacher Education	17.6	0.4	Termination
SC State	Bachelor	150612	B.S., Industrial Technology/Technician	20	3	Termination
SC State	Bachelor	150201	B.S., Civil Engineering Technology/Technician	47.2	7.4	Termination
SC State	Master	131001	M.Ed., Special Education and Teaching, General	0.6	0.2	Termination
SC State	Master	190701	M.S., Human Development and Family Studies, General	10	1.4	Termination
USC_Columbia	Bachelor	50107	B.A., Latin American Studies	2	0.8	Termination
USC_Columbia	Master	309999	P.S.M. Multi-/Interdisciplinary Studies, Other	1.2	0.6	Termination
USC_Columbia	Doctorate	131210	Ph.D., Early Childhood Education and Teaching	9.6	0.6	Termination
<b>Total</b>						<b>15</b>

### **CAAL Consideration**

On October 29, 2020, the Committee on Academic Affairs and Licensing (CAAL) members discussed issues presented in the process of implementing the 2017 Revised Program Productivity, and proposed that policies be revisited, and policy issues be mitigated before the next review cycle of FY 2016-20. The CAAL members unanimously voted in favor of the recommendation.

### **Conclusion**

The 143 Non-Compliant programs encompassed 17 disciplinary fields across 92 (64.33%) baccalaureate, 37 (25.87%) master's degree level, and 14 (9.78%) doctorate degree programs

Per the 2017 Program Productivity Policy, during the 2014-2018 review cycle, 835 degree programs in 13 four-year institutions were eligible for review. Approximately 82.87% of the programs met the productivity standards. Of the 835 programs, 143 were identified as non-compliant programs, which



encompassed 17 disciplinary fields across 92 baccalaureate, 37 master's, and 14 doctorate degree programs. Of the 143 programs, 96 met or exceeded the enrollment standard. The trend of high enrollment with low completion was identified in the fields of STEM, Education, and Fine Arts across the degree levels in 13 public four-year institutions. Many institutions have been proactive in improving the productivity by implementing strategic plans such as revisiting and revising curricula, developing new interdisciplinary study programs, consolidating majors, adding new options of concentrations, recruiting faculty, and more. Table 18 presents the summary of institutions' requests for recommendations for the non-compliant programs. The staff commends the institution's good stewardship by terminating a total of 15 programs that were not productive and their effort to improve the productivity of existing programs. Due to the unprecedented impact of the pandemic on institutions' priority and operation, the staff recommends exemption for the remaining 128 non-compliant programs solely for this review cycle of FY2014-18. All exempted non-compliant programs will be reviewed during the next review cycle of 2016-2020.

As the findings indicate that retention has been a critical issue of the non-Compliant programs across the 13 public four-year institutions. The Commission seeks collaborative opportunities with SC institutions to devise and assess strategies to improve the retention rate. The trend identified in this report echoed the findings about completion and retention observed nationally, for example, from *Inside Higher Ed* (<https://www.insidehighered.com/news/2018/02/21/public-universities-band-together-completion-rates-and-achievement-gaps>). The institutions are encouraged to evaluate the process and procedures to identify students at risk at the early stage in order to close the achievement gap and raise the degree completion rate.

### **Future Discussions**

Since the implementation of the 2017 Program Productivity Policy in 2018, the Commission staff has received feedback from the institutions. In January 2020, the [State Higher Education Executive Officers Association](#) (SHEEO) awarded CHE a grant to enhance its higher education accountability efforts, protect students, and improve quality in higher education. CHE will use the grant to engage SHEEO's [State Authorization Learning Community](#) on the emerging themes/issues during the process of program productivity review were addressed. On March 9, 2020, the staff posted questions raised from the institutions on the SHEEO Learning Community Forum. As expected, in the days, weeks, and months that followed, peer agencies nationwide have focused on the pandemic with no response from other state agencies. Inquiries from institutions have included the following:

1. Should the productivity expectations be based on institution size?
2. Should programs be required to meet both enrollment and completion target numbers, or just meet one or the other? What are the standards like in other states?
3. If you allow overall departmental credit hour production (in service to general education or other programs) to count towards program productivity, what are the expectations that the program needs to meet?
4. Are there any specific criteria for programs that are granted "exemption" status? If yes, what are they?
5. What is the language used for a program receiving "probation" recommendation? Do you use "probation", "monitoring approval", or another term? Why do you choose the language used? Pros vs. Cons?
6. In which three top disciplinary fields have you identified the trend of high enrollment but low completion?

**Table 18 Summary of Institutional Requests for Recommendations**

<b>Institutions</b>	<b>Institution Request</b>			
	<b>Exemption</b>	<b>Probation</b>	<b>Termination</b>	<b>No Request</b>
The Citadel	3	6	1	
Clemson University	6	8		
Coastal Carolina University		5		
College of Charleston	9			
Francis Marion University	7		5	
Lander University	5			
MUSC	2			
SC State University	19	3	6	
USC Aiken				7
USC Beaufort	4			
USC Columbia	20	11	3	
USC Upstate	4			
Winthrop University	9			
<b>Subtotal</b>	88	33	15	7
<b>Total</b>	<b>143</b>			